

THE INFLUENCE OF READING HABIT TOWARD READING COMPREHENSION

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Abstract

Penelitian ini bertujuan untuk menemukan pengaruh yang signifikan antara kebiasaan membaca dan pemahaman membaca siswa. Sejumlah 38 siswa dari kelas XI IPA 3 MAN 1 Model Bandar Lampung dipilih sebagai kelas sampel. Metode dalam penelitian ini adalah *ex-post-facto*. Alat pengumpulan datanya adalah kuisioner *Reading Habit* dan tes *Reading Comprehension*. Hasil penelitian menunjukkan nilai signifikansi regresi lebih rendah dari 0,05. Hasil regresi sederhana menunjukkan kebiasaan membaca berpengaruh 85.1% terhadap pemahaman membaca siswa. Oleh karena itu, dapat disimpulkan bahwa ada pengaruh yang signifikan antara kebiasaan membaca dan pemahaman membaca siswa. Hal itu berarti semakin siswa memiliki kebiasaan membaca yang tinggi, semakin tinggi juga pemahaman membacanya.

The objective of this study was to find out whether there was significant influence of students' reading habit toward their reading comprehension. Thirty eight students of XI IPA 3 MAN 1 Model Bandar Lampung were selected as sample class of this research. The design used was ex-post-facto design. The instruments were Reading Habit Questionnaire and Reading Comprehension tests. The result of calculation showed that significant value of regression was lower than 0,05. The result of simple linear regression interpreted that reading habit influenced 85.1% toward reading comprehension. Therefore, it could be concluded that there was significant influence of students' reading habit toward their reading comprehension. It implied that the higher students' reading habit is, the higher their reading comprehension they will get.

Keywords: reading, reading comprehension, reading habit

INTRODUCTION

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated.

In teaching reading at school, reading takes the position as one of language skill that should be taught. It is relevant to the substance of 2006 curriculum in teaching reading, which is mentioned that the students should be able to understand the functional and essay text in descriptive and procedure that related to near behavior, especially at the second year students.

According to the report of the commission on reading in the United States (Anderson, Heibert, Scott and Wilkinson, 1985) reading is cornerstone for success, not just in school but throughout life. Therefore, according to Nuttal (1982:37) it is very important to keep reading habit for the whole life. Reading habit is alleged to slow down the reader when they persist into later stages of reading. From the statement we know that reading habit is needed if we want to know more what we want to know.

The commission noted “without the ability to read well, opportunities for personal fulfillment and job success will inevitably lose”. In their research, Kirsch and

Guthrie (1984) found that reading is necessary aspect for job and career development, especially in responding to change. They further reported that to the adults in their study. "Reading is an inconsequential aspect of life outside the classroom".

Reading comprehension can be influenced by reading habit, especially by frequency of reading of the students. One way that we could apply in reading habit was by giving them more time in reading. Frequency of reading can be identified as a factor which can increase their reading comprehension. On the contrary, one who always read minimal 2 hours every day (reading with understanding), of course their knowledge was more than poor reading. Therefore, they would be easier to get the meaning from the text they read.

According to curriculum 2006, that the students' score in reading comprehension should reach the KKM is 65, but in fact the student only could reach 55-60. This case, thus, encourage the writer to do further research to find the influence of reading habit toward reading comprehension. The writer chose it because good reading habit might contribute to student's reading comprehension.

Reading habit in learning process might determine the student reading comprehension because we could get the meaning of the text more effectively. If we read more books, it would increase our skill in comprehending the text we read. Good readers who read more books would have better comprehension of the text than poor reader.

Based on the statements above, the researcher was interested in observing the influence of students' reading habit toward their reading comprehension. Beside of that it was a new thing to observe, this research also could be useful for teacher to find better way in making students easily understand the passages in their reading tests. In this study, the writer decides to design a problem to be researched with the title: The Influence of Reading Habit toward Reading Comprehension.

METHOD

This research was a quantitative study since it was focused on the product (results of the test). In this research, the researcher uses *ex post facto* design. Ex post facto design is a non experimental research technique in which preexisting groups are compared on some dependent variables (reading habit and reading comprehension). The sample of this research was the second year of the students of MAN 1 Model Bandar Lampung. There were 6 classes of second grade which contain of 35-40 students per class. The researcher used one class tested by the two data collecting instruments (X and Y), but researcher needed one more class for try-outing instruments. Data collection technique of this research were reading habit questionnaires and reading comprehension tests. The collected data then tabulated and analyzed by SPSS (Statistical Package for the Social Sciences) version 17 using simple linear regression formula to see the influence of independent variable toward dependent variable (C. Trihendradi, 2009: 208).

RESULTS AND DISCUSSION

Results

The result shows that the coefficient regression of students' reading habit toward their reading comprehension is $Y=13,158+1,221$ at the significant level of 0.00. The significant level is higher than 0,05 Therefore, the null hypothesis is rejected and the research hypothesis is accepted. The result of this research shows that there is significant influence of students' reading habit toward their reading comprehension with significant value is 0,00.

The value 0.00 was taken from the result of data analysis using SPSS 17, which means that the two variables were proceeded using Simple Linear Regression and was showing certain numeric result with *r* table or *critical value* table as the guidance to see whether they are an influence or not.

The significant influence of reading habit toward reading comprehension shows that reading habit can give the influence to reading comprehension ability in order to be improved and strengthen. For example, students with codes AJ and EA got score 64 and 61 accordingly in reading habit test and got 88 and 84 accordingly in reading comprehension test. These students were gained best score in both of the test. On the other hand the student with codes AD and AE got lowest score in both of the test (AD got 36, and AE 21 in reading habit test and each 54 and 48 in reading comprehension test). The example shows that the higher reading habit scores, the higher their reading comprehension scores. In line with that, the second example shows the lower students' reading habit scores, the lower their reading comprehension scores.

Discussion

the result of the reading habit test, it is obtained that the highest score is 64, and the lowest score is 21, and average is 47.45 (appendix 7). Besides that, there are 18 students who get score above or the same as 50 and the rest are below 50. In general, it can be seen that the students' reading habit is good enough. There were 18 students have got score above or the same as 50 and the rest get score nearly 50.

From the result of the reading comprehension test, From the result of reading comprehension test, items represent main idea were answered 80% true by the students of XI IPA 3. It showed that students were understood clearly how to find out the main idea of texts in the test. Segretto (2002) states that main idea of a reading selection is what the passage is mostly about. In line with that, the ability of students choosing the right answer of main idea obviously was shown the ability of understanding the overall idea of the text which is very important in reading comprehension.

On the other hands, it can be seen from the students' answer of items which are standing for inference of the reading comprehension test, about 40% students could not answer correctly. In this part students need to bring out their understanding of the specific part inside of the text such as their opinion about the characters or the topics. By definition, inference requires that each reader construct a meaning that makes the text a reflection of her/his experience (Moreillon, 2007).

For some of the items stand for vocabulary part also proven the different ability of each students to understand another name of a word or the word that has same meaning as the one they were faced with. In these items, only 17 out of 38 students answered correctly. Linan (2007) states that the role of vocabulary in reading is clearly understood: vocabulary knowledge, the understanding of word meanings and their use, contributes to reading comprehension and knowledge building. Based on the statement, can be concluded students with high understandings of words meaning and their use were predicted to answer the items correctly.

From the result of the reading comprehension test, it is obtained that the highest score is 88, and lowest score is 48 and average is 71.10. Besides that, there are 33 students who get score above or the same as 60 and the rest are below 60. In general it means that the students' reading comprehension is good. There are more than half students who got score above or the same as 60.

Reading comprehension may occur if the readers can construct the meaning from reading materials in which it might occur if they have some good reason to read, which is habit. In short, reading comprehension most likely occur when the readers are reading what they want to read, or at least they see some good reason to read, which is known as habit. Reading habit is a habit that can increase the students' comprehension in the text.

The writer measured the validity and reliability of the test. Validity was used to measure the test valid or not. While, reliability is the consistency of the test, moreover, the writer also analyzed the test.

Based on the result reading comprehension test try out, it was found that rasio is 0.709, it means that the instrument is reliable and can be used to get the data. And from the result of reading habit test, it is found that *r* rasio is 0.859, it means that the instrument is reliable and also can be used to get the data

In this research, to see influence of students' reading habit toward their reading comprehension test. The writer administered the tests, they are reading habit test and reading comprehension test. The objective of the research were to investigate whether there is an influence of students' reading habit toward their reading comprehension achievement or not.

This section deals with the discussion of the result of the research based on the data that have been displayed in previous section., the writer analyzed the data by using Simple Linear Regression (SPSS).

From the result of calculation , the writer found some data, that can be described as follows:

1. The value of the correlation / relationship (*R*) is equal to 0.922. The value of R^2 was 0,851. This shows that the influence of independent variable

(Reading habit) on the dependent variable is equal to 85.1% and the rest influenced by other variables.

2. Based on the results of the regression analysis the regression model can be written as $Y=13,158+1,221X$. Regression constant value is 13.158 indicated that the value of reading comprehension when value of reading habit is 0 equal to 13.158. The coefficient of reading habit regression is 1.221. It means that if score of the reading habit increases 1, the reading comprehension will increase by 1.221.
3. The influence of students' reading habit toward their reading comprehension can be seen from the data. For example, a student whose reading habit score is 64, and the score in reading comprehension is 88. In contrast, when students' score in Habit were bad, their reading comprehension scores were also bad, for example student whose score in reading habit is 21, and the score in reading comprehension test is 48. It means that if the students' reading habit are bad, their reading comprehension score are also bad, in the contrary, when the students' reading habit score are good, their reading comprehension score are also good.

The writer assumed that there were some weaknesses of this research that might have influenced the result of the study. First, the research was conducted only on a small population of the students in MAN 1 Bandar Lampung. Second, the writer gave the reading habit and reading comprehension test but there was tendency that the students answer honestly or not.

To get good achievement in reading comprehension, actually students require not only a good reading habit, but also good purposes in reading, have a spesific time in reading, have a high motivation in reading and also have some good book as a reference.

As the conclusion of statement above, we can see from the data below:

1. Students who have High Frequency and good reading habit they also have high score in reading comprehension test, it is shown by student who gets 64 at reading habit score, he gets 88 at reading test score.
2. Students who have bad reading habit and also low frequency in reading, they also have bad score in reading comprehension test, it is shown by a student who gets 36 at reading habit score, he gets 54 at reading test score.

CONCLUSIONS

There is a significant influence of students' reading habit (X) toward their reading comprehension achievement (Y) at the second year students of MAN 1 Bandar Lampung. It can be seen from the result of the hypothesis testing which shows that the influence is significant, the magnitude of the probability/significant is 0.000 lower than 0.05, thus H_0 rejected and H_1 was received. So, it can be seen that the reading habits significantly influence Reading comprehension which shows that if the students got high score in reading habit they tended to get high score in reading comprehensions.

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